Measurement and partitioning of in situ carbon dioxide fluxes in turfgrasses using a pressurized chamber.


We wish to report an error that occurred in Equations [5] through [10] of the above paper. Note R is defined as positive throughout the paper (Table 1). We know that a negative number is recorded on the LI-COR 6400 when collecting data, but that is just a matter of definition. Assuming positive values for R, Eq. [5] through [10] should read as follows:

**Corrections for Eq. [5] and [6]:**

Sunlit chamber = \( P_g - (R_c + R_s') \)  \[5\]

Shaded chamber = \( R_c + R_s' \)  \[6\]

**Eq. [7] is OK as written in the manuscript:**

Clipped chamber = \( R_s' \)  \[7\]

**Eq. [8] and [9] should then read:**

\[ P_s = \text{sunlit} + \text{shaded} \]  \[8\]

\[ P_{c,\text{net}} = \text{sunlit} + \text{clipped} \]  \[9\]

**Eq. [10] is OK as written in the manuscript:**

\( R_c = \text{shaded} - \text{clipped} \)  \[10\]

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**Statement of Ethics**

**American Society of Agronomy**

Members of the American Society of Agronomy acknowledge that they are scientifically and professionally involved with the interdependence of natural, social, and technological systems. They are dedicated to the acquisition and dissemination of knowledge that advances the sciences and professions involving plants, soils, and their environment.

In an effort to promote the highest quality of scientific and professional conduct among its members, the American Society of Agronomy endorses the following guiding principles, which represent basic scientific and professional values of our profession.

Members shall:

1. Uphold the highest standards of scientific investigation and professional comportment, and an uncompromising commitment to the advancement of knowledge.
2. Honor the rights and accomplishments of others and properly credit the work and ideas of others.
3. Strive to avoid conflicts of interest.
4. Demonstrate social responsibility in scientific and professional practice, by considering whom their scientific and professional activities benefit, and whom they neglect.
5. Provide honest and impartial advice on subjects about which they are informed and qualified.
6. As mentors of the next generation of scientific and professional leaders, strive to instill these ethical standards in students at all educational levels.

*Approved by the ASA Board of Directors, 1 Nov. 1992*